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ABSTRACT

The adequacy and effectiveness of an institution of higher education depends on a complex of factors, such as physical facilities, teaching faculty, offered curricula, nature of the student population, and the nature of the community. One often overlooked source of opinion are the graduates themselves, that is perhaps one of the most significant determinants of the adequacy of programs and measures of effectiveness. This study was initiated to determine general background information about all graduates from Indiana University at South Bend who graduated from 1967 through 1971. Information concerning the graduates' present geographic location, occupation, and general comments and suggestions about the university were sought. Only 44.3% return was realized; therefore, only tenuous generalizations to the population as a whole or no generalizations at all should be made. (Author/HS)

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FOLLOW-UP STUDY OF 1967-1971 GRADUATES OF INDIANA UNIVERSITY AT SOUTH BEND

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The adequacy and effectiveness of an institution of higher education depends upon a complexity of factors -- physical facilities, teaching faculty, offered curricula, nature of the student population, and the nature of the community. One often overlooked factor is the "final product" - the graduate. This group is perhaps one of the most significant determinants of the adequacy of programs and measures of effectiveness. Colleges should be aware of the status, adequacy, and success of their product. Many institutions periodically survey their graduates on a regular basis and use follow-up studies. Such surveys provide a means for close contact between alumni and the institution to improve programs of higher learning, to aid alumni fund-raising, and to maintain strong alumni communication with the institution involved. (57:202-04)*

Statement of the Problem

This study was initiated to determine general background information about all Indiana University at South Bend (hereafter referred to as I.U.S.B.) graduates having graduated in the years 1967, 1968, 1969, 1970, and 1971.

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*Numbers in parentheses refer to numbered references in the bibliography; those after the colon are page numbers.

Information such as geographic location, occupation, and general comments and suggestions about the university was sought. This survey was conducted under the supervision of the Division of Education, I.U.S.B., and the Indiana University Alumni Association.

Importance of the Study

The "newness" of the complete program (i.e. degree granting status) at I.U.S.B. makes this study a prototype. This study was intended, therefore, to be a beginning in the collection and dissemination of knowledge concerning the unique character of I.U.S.B.'s graduates. Further, it is believed that this study will have importance to persons throughout the Indiana University system.

Definitions of Terms Used

Several terms employed in the description of this study were defined as follows:

> Catharsis. . . .the process of bringing repressed ideas into consciousness and thereby dealing with them; more broadly, and expressive reaction (usually emotional or accompanied by emotion), believed to have some psychotherapeutic effect. (21:77)

> Closed Form Questions. Responses are made to a set of provided answers. The information that is desired may be (more easily) counted, tabulated, and analyzed. (4:144)

> Continuing Education. Any extension of opportunities for reading, study, and training to young persons and adults following their completion or withdrawl from full-time school and college programs. (21:127)

Follow-up. A plan by which the experiences or status of people who have left school are investigated or surveyed, either for the purpose of assisting them in further adjustment or for securing facts to improve the plan of guidance for those still in school. (21:233)

Non-respondent. Any recipient of a questionnaire who does not reply.

Open Form Questions. Used for intensive studies or exploration of novel problems. Each answer is a written description and much room is usually available for free response. (4:144-45)

Questionnaire. A list of planned, written questions related to a particular topic, with space provided for indicating the response to each question, intended for submission to a number of persons for reply, commonly used in survey studies and in the measurement af attitudes and opinions. (21:435)

Respondent. Any recipient of a questionnaire who actually replies to the questionnaire. (21:466)

Validity. The extent to which a test or other measuring instrument fulfills the purpose for which it is used. . . (21:593)

Limitations of the Study

One limiting factor which must be considered in any questionnaire study which utilized the mailed form, is that of nonresponse or failure to obtain information from the respondents. According to Kish, this nonresponse may fall into a number of categories, any one of which might describe the nonrespondent:

1. "Temporarily unavailable." This denotes a deferment of the questionnaire rather than a denial to answer, possibly because of tiredness, illness, or lack of time on the part of the respondent. They may reply later.

2. "Refusals." These are dependent upon several different factors: the nature of the respondent, lack

of motivating factors, the nature of the questions. Most refusals are considered permanent and fit under the category of "unobtainable."

3. "Incapacity or inability." This prevents a response due to physical or mental illness during the entire study period.

4. "Not found." This may be a large category for mailed questionnaires, and these respondents are usually not followed or identified because of the expense involved.

5. "Lost schedules." This would include questionnaires lost in the mail or destroyed, or those in such poor condition that they cannot be used. (32:533-34)

Another limitation was the nature of the population, i.e. all I. U. S. B. graduates. Because of the nature of the institution, its "newness" and the small number of graduates, the results could be skewed.

A follow-up letter should have been utilized to increase the per cent of responses. Only 44.3 per cent return was realized. For this reason only tenuous generalizations to the population as a whole, or no generalizations at all should be made.

CHAPTER II

DESIGN AND RATIONALE

To obtain the desired information a questionnaire was developed, as was an accompanying cover letter which included an explanation of the study. According to established patterns found in research, certain information, details, and form were included in the design of the cover letter. Such included items were as follows: the purpose of the study, the importance of the study to the respondent, the value of the respondent's reply, and the signatures and titles of the supervising I.U.S.B. educators involved in this particular study.(6:214-15) The cover letter did not mention any confidential treatment of the returned information due to the anonymity of the respondent. A summary of the findings was promised in a future issue of the I.U.S.B. Alumni Newsletter.(57:205) General attractiveness was stressed. Bold elite type printing was used on good quality white paper bearing the official letterhead of I.U.S.B. (57:203)

According to Good and Scates, questionnaires constitute a major, reliable survey instrument for data-gathering in various survey studies.(23:606) The mailed questionnaire was used because personal contact was impossible in many instances and unnecessary for this study. Acknowledging that the mailed questionnaire technique possessed several disadvantages such as address problems due to possible widespread

mobility (52:127) and the possibility of some replies being incomplete or not returned, this technique was still employed in gathering the data for this study due to its proven general effectiveness and its relative low cost (13:256).

Concerning the beginning statements about degree area and major field of study, this information was requested for possible correlations drawn between the students' undergraduate major areas of study and their present occupational field. The year of graduation was included in order to find the number of years the graduate had been away from the university, as well as to establish the relationship (per cent) of returns by graduating class. This was deemed to be highly essential for an institution such as I.U.S.B. which is growing rapidly.

No identification of respondent was asked as anonymity encourages frank and truthful answers (22:193). It was hoped that a confidential and anonymous questionnaire would result in a higher return of survey forms.

In the ordering of questions, items were placed in a funnel structure, a psychologically and logically sound sequence, with simple, interesting, and neutral questions preceeding more difficult, crucial, and personal ones (55:257). This is succintly presented by Levine and Gordon who stated:

> The position of the question in relation to other questions frequently affects the responses. It is best

> to keep the first few questions simple and easy to answer, though not trivial. Respondents tend to be discouraged when they have to answer difficult or relatively personal questions in the initial part of the questionnaire. Important questions should not be placed at the very end, especially in long questionnaires, since fatigue factors lead to emmissions and errors.(35:572)

Questions were kept short because brevity was stressed in research. The question length did not exceed more than 20 words, with every word being familiar and concise, (41:56) thus involving a minimum of the respondents time.

Both closed and open form questions were employed in the questionnaire. The closed form type question, requiring checked responses, was used to secure categorized data. These exercised a directive influence in obtaining responses and facilitated the processing, tabulating, and summarizing of the data. Open form questions were used in order to provide a more concise picture of how the respondent reacts to various topics. (55:256) The open type question form was employed in some questions even though it presented greater difficulty in terms of time and work involved in tabulating and summarizing. Open form questions may also produce answers that are impossible to tabulate. Despite its limitations and difficulties in analyzing replies this type of question tends to avoid superficial replies and allows the respondent to answer in depth. (48:218)

Dichotomous questions (either "yes-no" or "true-false") more or less force respondents into taking a definite stand when they would not do so otherwise. These were used only where deemed appropriate, with full recognition of their limitations. (23:615, 617)

When wording questions the following ideas, from Parten, were taken into account:

Using simple words

Making the questions concise

Formulating questions to yield exact information desired

Avoiding ambiguous questions

Avoiding leading questions

Deciding as to the use of prestige names

Avoiding "danger" words connoting emotionalism, stereotyping, etc.

Making allowance for all possible responses

Designing realistic multiple-choice alternatives (42: 200-01)

Some questions were asked, not only for information but also to prepare the respondent for the subject area, because of their general nature, and because these types of questions are expected in any questionnaire. Other questions were included for the purpose of catharsis, or release of tension, and to allow the respondent to state any further comments or ideas. (23:619)

Oppenheim observed that:

> The classification questions are a special type of factual question that ask about sex, age, marital status, income, education, occupation, family, the size of family, and so on. These are of special importance in stratifying the sample and tend to recur from survey to survey; for both of these reasons they are worth special attention. (41:57)

Instrumentation

Heading the list of numbered questions were the areas of gender and marital status. These were necessarily included for classification of the respondent. The answers elicited from these questions served as tools for interpretation of answers to the questions which followed. For example, the fact that a respondent checked "male" and "married, have children" had more bearing on the analysis of his responses to the questions about employment status and educational background than if he had checked "male" and "single." Sax listed as further justification for the inclusion of question 1 that whether a respondent is male or female "may correlate with student preferences" in the open-ended questions. (48: 218) It was decided that for this study Sax's justification could be extended to include the questions about marital status, as well as present age range, and present geographic location.

Age is a simple term that is often misunderstood because opinions vary as to when and for how long a person

is a particular age. This question can be clarified by asking age to nearest birthday, date of birth, or age range. (4:150) Since there was no need to know the respondents exact age, the question was structured to determine only age ranges.

Questions 5, 6, 7, and 11 all pertained to one of the main concerns of the study-- present occupations of the I. U. S. B., graduates, if employed. Studying careers can be useful in noting particular aspects such as recruitment patterns, amount of vertical mobility, degree of job security, and adjustment problems at different stages of careers. (17: 284-85) Such information was thought to be useful to the I.U.S.B. administrators when reviewing data about the school's graduates in relation to their past training and future prospects. The questions on this subject (i.e. work area) were grouped accordingly and purposely to give the questionnaire a semblance of order. (38:245-46) The more general questions of the set came first, followed by the more detailed and specific ones, thus allowing for a more precise delineation. The categorizing of vocations in question 7 was an adaptation of a classification system used in the survey entitled "A Survey Report of Indiana School Dropouts for the Year 1964-65." This system used as its format the prestige ratings of jobs as developed by Edwards. (30:49)

Since question 7 was of a multiple-choice nature, certain rules of classification were followed:

1. The division of the categories was exhaustive.
2. There were no overlappings across major divisions between categories.
3. The categories provided were mutually exclusive. (28:45-46)

Hence, to avoid the possibility of numerous responses, a section for further description was provided to the far right of each multiple choice item of the job classification system. Question 11 was interjected to correlate the graduates' present occupations to their previous training and education at the university.

In some instances items dealing with salary may produce significant positive distortion in a respondent's answers. However, if the conditions of personal threat can be minimized, then somewhat less distortion may be expected. (44:5) This question concerning annual salary was considered necessary and helpful for counseling purposes. It was hoped that the personal threat would be alleviated, or at least greatly minimized, by including a salary range and by guaranteeing the anonymity of the respondent.

Questions 9 and 10, which requested information about involvement in an experimental program, provided the opportunity for the respondent to expound upon his innovations. It was indicated in studies conducted by other educational institutions that this type of information helped the status of the institution and supplied possibly newsworthy information. (33:160)

Questions 12 through 15 were designed to elicit specific information concerning school training of the respondent at I.U.S.B., the amount and kind of this training, and the number and per cent of those returning to institutions of higher education for post-bachelor training. Questions 14 and 15 specifically asked for information from the graduates which could be used to determine their view of the effectiveness of their training at I.U.S.B. These questions would hopefully provide information useful in improving the institution's programs. A point of reference is necessary when asking for ratings on questionnaires, as in question 14, thus five different elicitors were provided from which the respondent was to choose. (44:5) Although it is possible to use fewer than five elicitors, generally speaking a more reliable response is obtained by using more elicitors. (4:148)

Questions 16. 17, and 18 were recognized to be parts of a "loaded question" series (48:219) but were included verbatim in the questionnaire at the request of the Alumni Association, which funded this study. According to Payne, in The Art of Asking Questions, a loaded question is one which, because of its wording, often causes some respondents to give answers which are different from those they would give to another wording of the same question. (43:177) It was realized that, in theory at least, every question can be classified as weighted or loaded to some degree. Questions

16 through 18 were, in the opinion of those who developed the instrument, the most leading or "loaded" of any included in the questionnaire. The question "Do you read the Alumni Newsletter?" seemed to beg for an admission. Wouldn't those persons receiving the Newsletter think they were obligated to answer "yes?"

Questions 19 and 20 were included in the instrument for the purpose of catharsis as suggested by Good and cates. (23:618) By providing the respondent with the opportunity to comment generally about institutional procedure and courses, he will then feel more important. This quality of personal importance is to maximize the questionnaire returns. This information may be instrumental in initiating some changes in the I.U.S.B. programs which might have otherwise been overlooked. In addition, these open form questions may also elicit information not anticipated when the instrument was prepared. (35:572)

The responses to these questions were not codified and analyzed in this study. The raw data were provided to the appropriate officials within the university for their information, and hopefully for implementation of changes where necessary and/or possible.

CHAPTER III

PRESENTATION OF DATA

Data are presented in tabular form for the I.U.S.B. graduating classes of 1967, 1968, 1969, 1970, and 1971. These tables should be self-explanatory to the reader. Due to the few number of responses (44.3 per cent) care must be taken to avoid reaching conclusions that may over-extend these data. Data are presented "for their own worth" and the reader may draw his own conclusions, hopefully with a great deal of care and even trepidation. However, because of the nature of the study it is believed that the data are of great interest and should be of some limited significance and value.

Percentages are presented, in most tables, as a per cent of the total responses and not within discipline or division area. That is, percentages (in most cases) are addative.

TABLE 1. NUMBER AND PER CENT OF GRADUATES AND RESPONDENTS IN I.U.S.B. FOLLOW-UP STUDY, 1967-1971

Discipline Area of Graduates		'71	Per Cent	'70	Per Cent	'69	Per Cent	'68 '67	Per Cent	Total	Per Cent
EDUCATION	Graduates	151	49.7	124	55.6	61	42.6	51	47.1	387	50.1
	Respondents	75		69		26		24		194	
BUSINESS	Graduates	132	36.4	104	51.0	81	40.7	45	66.7	362	45.3
	Respondents	48		53		33		30		164	
ARTS AND SCIENCE	Graduates	88	23.9	72	30.6	27	55.6	13	30.8	200	31.0
	Respondents	21		22		15		4		62	
TOTALS	Graduates	371	38.8	300	48.0	169	43.6	109	53.2	949	44.3
	Respondents	144		144		74		58		420	

* Figures not included in study but presented for information purposes

Music	Graduates	3	3
Medical Tech.		3	2
Master/Education		102	60
Master/Business		1	

TABLE 2. NUMBER AND PER CENT OF RESPONDENTS, BY SEX, FROM I.U.S.P. GRADUATING CLASSES, 1967-1971

SEX	'71	Per Cent	'70	Per Cent	'69	Per Cent	'68 '67	Per Cent	Total	Per Cent
EDUCATION										
Male	8	5.6	9	6.2	6	8.1	4	6.9	27	6.4
Female	67	46.5	58	40.3	20	27.0	20	34.5	165	39.3
No Response	--	----	2	1.4	--	----	--	----	2	.5
Total	75	52.1	69	47.9	26	35.1	24	41.4	194	46.2
BUSINESS										
Male	47	32.6	46	31.9	31	41.9	29	50.0	153	36.4
Female	1	.7	6	4.2	2	2.7	1	1.7	10	2.4
No Response	--	----	1	.7	--	----	--	----	1	.2
Total	48	33.3	53	36.8	33	44.6	30	51.7	164	39.0
ARTS & SCIENCE										
Male	14	9.7	14	9.7	6	8.1	1	1.7	35	8.3
Female	7	4.9	8	5.6	9	12.2	3	5.2	27	6.4
No Response	--	----	--	----	--	----	--	----	--	----
Total	21	14.6	22	15.3	15	20.3	4	6.9	62	14.8
TOTAL										
Male	69	47.9	69	47.9	43	58.1	34	58.6	215	51.2
Female	75	52.1	72	50.0	31	41.9	24	41.4	202	48.1
No Response	--	----	3	2.1	--	----	--	----	3	.7
Grand Total	144	100.0	144	100.0	74	100.0	58	100.0	420	100.0

TABLE 3. NUMBER AND PER CENT OF RESPONDENTS, BY AGE RANGES, FROM I.U.S.B. GRADUATING CLASSES, 1967-1971

AGE RANGE	DISCIPLINE	'71	Per Cent	'70	Per Cent	'69	Per Cent	'68 '67	Per Cent	Total	Per Cent
20-29	Education	48	33.3	45	31.2	16	21.6	12	20.7	121	28.8
	Business	38	26.4	39	27.1	25	33.8	16	27.6	118	28.1
	Arts & Science	17	11.8	16	11.1	9	12.2	2	3.4	44	10.5
30-39	Education	12	8.3	9	6.2	2	2.7	7	12.1	30	7.1
	Business	10	6.9	10	6.9	6	8.1	11	19.0	37	8.8
	Arts & Science	--	---	2	1.4	3	4.1	--	----	5	1.2
40-49	Education	10	6.9	14	9.7	5	6.8	4	6.9	33	7.9
	Business	--	---	3	2.1	2	2.7	1	1.7	6	1.4
	Arts & Science	3	2.1	4	2.8	3	4.1	2	3.4	12	2.9
50-59	Education	5	3.5	1	.7	3	4.1	1	1.7	10	2.4
	Business	--	---	--	---	--	---	2	3.4	2	.5
	Arts & Science	1	.7	--	---	--	---	--	---	1	.2
Totals	Education	75	52.1	69	47.9	26	35.1	24	41.4	194	46.2
	Business	48	33.3	52	36.1	33	44.6	30	51.7	163	38.8
	Arts & Science	21	14.6	22	15.3	15	20.3	4	6.9	62	14.8
	No Response	--	----	1	.7	--	----	--	----	1	.2
	Grand Total	144	100.0	144	100.0	74	100.0	58	100.0	420	100.0

TABLE 4. NUMBER AND PER CENT OF RESPONDENTS, CLASSIFIED BY MARITAL STATUS, I.U.S.B. GRADUATING CLASSES, 1967-1971

MARITAL STATUS	'71	Per Cent	'70	Per Cent	'69	Per Cent	'68 '67	Per Cent	Total	Per Cent
EDUCATION										
Single	12	8.3	24	16.7	5	6.8	1	1.7	42	10.0
Married - No Children	20	13.9	12	8.3	9	12.2	4	6.9	45	10.7
Married - With Children	38	26.4	29	20.1	12	16.2	18	31.0	97	23.1
Separated/Divorced	2	1.4	1	.7	--	----	--	----	3	.7
Widow(er)	3	2.1	2	1.4	--	----	1	1.7	6	1.4
No Response	--	----	1	.7	--	----	--	----	1	.2
Total	75	52.1	69	47.9	26	35.1	24	41.4	194	46.2
BUSINESS										
Single	12	8.3	11	7.6	5	6.8	7	12.1	35	8.3
Married - No Children	11	7.6	16	11.1	11	14.9	8	13.8	46	10.9
Married - With Children	25	17.4	26	18.0	17	23.0	15	25.9	83	19.8
Separated/Divorced	--	----	--	----	--	----	--	----	--	----
Widow(er)	--	----	--	----	--	----	--	----	--	----
No Response	--	----	--	----	--	----	--	----	--	----
Total	48	33.3	53	36.8	33	44.6	30	51.7	164	39.0

Table 4 (continued)

MARITAL STATUS - Continued	'71	Per Cent	'70	Per Cent	'69	Per Cent	'68 '67	Per Cent	Total	Per Cent
ARTS & SCIENCE										
Single	6	4.2	5	3.5	3	4.1	2	3.4	16	3.8
Married - No Children	9	6.2	7	4.9	4	5.4	--	----	20	4.8
Married - With Children	5	3.5	10	6.9	7	9.5	2	3.4	24	5.7
Separated/Divorced	1	.7	--	----	--	----	--	----	1	.2
Widow(er)	--	----	--	----	--	----	--	----	--	----
No Response	--	----	--	----	1	1.4	--	----	1	.2
Total	21	14.6	22	15.3	15	20.3	4	6.9	62	14.8
TOTAL										
Single	30	20.8	40	27.8	13	17.6	10	17.2	93	22.1
Married - No Children	40	27.8	35	24.3	24	32.4	12	20.7	111	26.4
Married - With Children	68	47.2	65	45.1	36	48.6	35	60.3	204	48.6
Separated/Divorced	3	2.1	1	.7	--	----	--	----	4	1.0
Widow(er)	3	2.1	2	1.4	--	----	1	1.7	6	1.4
No Response	--	----	1	.7	1	1.4	--	----	2	.5
	144	100.0	144	100.0	74	100.0	58	100.0	420	100.0

TABLE 5. NUMBER AND PER CENT OF RESPONDENTS, CLASSIFIED BY PRESENT GEOGRAPHIC LOCATION, FROM I.U.S.B. GRADUATING CLASSES, 1967-1971

GEOGRAPHIC LOCATION	'71	Per Cent	'70	Per Cent	'69	Per Cent	'68 '67	Per Cent	Total	Per Cent
EDUCATION										
St. Joseph County	33	22.9	40	27.8	16	21.6	12	20.7	101	24.0
Surrounding Counties	34	23.6	21	14.6	6	8.1	6	10.3	67	15.9
Other Areas	8	5.6	7	4.9	4	5.4	4	6.9	23	5.5
No Response	--	----	1	.7	--	----	2	3.4	3	.7
Total	75	52.1	69	47.9	26	35.1	24	41.4	194	46.2
BUSINESS										
t. Joseph County	26	18.0	18	12.5	14	18.9	14	24.1	72	17.1
Surrounding Counties	13	9.0	18	12.5	9	12.2	3	5.2	43	10.2
Other Areas	7	4.9	14	9.7	10	13.5	12	20.7	43	10.2
No Response	2	1.4	3	2.1	--	----	1	1.7	6	1.4
Total	48	33.3	53	36.8	33	44.6	30	51.7	164	39.0
ARTS & SCIENCE										
St. Joseph County	13	9.0	16	11.9	8	10.8	--	----	37	8.8
Surrounding Counties	4	2.8	3	2.1	2	2.7	2	3.4	11	2.6
Other Areas	4	2.8	3	2.1	5	6.8	1	1.7	13	3.1
No Response	--	----	--	----	--	----	1	1.7	1	.2
Total	21	14.6	22	15.3	15	20.3	4	6.9	62	14.8

Table 5 (continued)

GEOGRAPHIC LOCATION (Continued)	'71	Per Cent	'70	Per Cent	'69	Per Cent	'68 '67	Per Cent	Total	Per Cent
TOTALS										
St. Joseph County	72	50.0	74	51.4	38	51.3	26	44.8	210	50.0
Surrounding Counties	51	35.4	42	29.1	17	23.0	11	19.0	121	28.8
Other Areas	19	13.2	24	16.7	19	25.7	17	29.3	79	18.8
No Response	2	1.4	4	2.8	--	----	4	6.9	10	2.4
Grand Total	144	100.0	144	100.0	74	100.0	58	100.0	420	100.0

TABLE 6. EMPLOYMENT STATUS REPORTED BY NUMBER AND PER CENT OF RESPONDENTS, I.U.S.B. GRADUATING CLASSES, 1967-1971

EMPLOYED	'71	Per Cent	'70	Per Cent	'69	Per Cent	'68 '67	Per Cent	Total	Per Cent
EDUCATION										
Yes	65	45.1	66	45.8	24	32.4	19	32.8	174	41.4
No**	10	6.9	3	2.1	2	2.7	5	8.6	20	4.8
BUSINESS										
Yes	44	30.5	48	33.3	33	44.6	26	44.8	151	35.9
No**	4	2.8	5	3.5	--	----	4	6.9	13	3.1
ARTS & SCIENCE										
Yes	12	8.3	15	10.4	9	12.2	3	5.2	39	9.3
No**	9	6.2	7	4.9	6	8.1	1	1.7	23	5.5
TOTALS										
Yes	121	84.0	129	89.5	66	89.2	48	82.8	364	86.6
No**	23	16.0	15	10.4	8	10.8	10	17.2	56	13.3

** Includes "No Response" Items

TABLE 7. APPROXIMATE ANNUAL INCOME, CLASSIFIED BY NUMBER AND PER CENT OF RESPONDENTS, I.U.S.B. GRADUATES, 1967-1971

INCOME RANGE	'71	Per Cent	'70	Per Cent	'69	Per Cent	'68 '67	Per Cent	Total	Per Cent
EDUCATION										
Does Not Apply	9	12.0	3	4.3	2	7.7	3	12.5	17	8.8
Under $5,000	11	14.7	2	2.9	--	----	1	4.2	14	7.2
$5,000 - $9,999	48	64.0	63	91.3	24	92.3	19	79.2	154	79.3
$10,000 - $14,999	4	5.3	--	----	--	----	1	4.2	5	2.6
$15,000 - $19,999	--	----	1	1.4	--	----	--	----	1	.5
No Response	3	4.0	--	----	--	----	--	----	3	1.5
Total	75	100.0	69	99.9	26	100.0	24	100.1	194	99.9

Table 7 (continued)

INCOME RANGE	'71	Per Cent	'70	Per Cent	'69	Per Cent	'68 '67	Per Cent	Total	Per Cent
BUSINESS										
Does Not Apply	5	10.4	5	9.4	1	3.0	5	16.7	16	9.8
Under $5,000	2	4.2	4	7.5	2	6.1	--	----	8	4.9
$5,000 - $9,999	28	58.3	27	50.9	10	30.3	5	16.7	70	42.7
$10,000 - $14,999	8	16.7	14	26.4	16	48.5	11	36.7	49	29.9
$15,000 - $19,999	4	8.3	2	3.8	3	9.1	6	20.0	15	9.2
$20,000 - $24,999	--	----	1	1.9	--	----	1	3.3	2	1.2
$25,000 and above	--	----	--	----	1	3.0	2	6.7	3	1.8
No Response	1	2.1	--	----	--	----	--	----	1	.6
Total	48	100.0	53	99.9	33	100.0	30	100.1	164	100.1

Table 7 (continued)

INCOME RANGE	'71	Per Cent	'70	Per Cent	'69	Per Cent	'68 '67	Per Cent	Total	Per Cent
ARTS & SCIENCE										
Does Not Apply	8	38.1	6	27.3	3	20.0	2	50.0	19	30.6
Under $5,000	5	23.8	8	36.4	2	13.3	1	25.0	16	25.8
$5,000 - $9,999	5	23.8	6	27.3	5	33.3	1	25.0	17	27.4
$10,000 - $14,999	1	4.2	2	9.1	3	20.0	--	----	6	9.7
$15,000 - $19,999	1	4.8	--	----	--	----	--	----	1	1.6
No Response	1	4.8	--	----	2	13.3	--	----	3	4.8
Total	21	100.1	22	100.1	15	99.9	4	100.0	62	99.9

Table 7 (continued)

INCOME RANGE	'71	Per Cent	'70	Per Cent	'69	Per Cent	'68 '67	Per Cent	Total	Per Cent
TOTALS										
Does Not Apply	22	15.3	14	9.7	6	8.1	10	17.2	52	12.4
Under $5,000	18	12.5	14	9.7	4	5.4	2	3.4	39	9.0
$5,000 - $9,999	81	56.2	96	66.6	39	52.7	25	43.1	241	57.4
$10,000 - $14,999	13	9.0	16	11.1	19	25.7	12	20.7	60	14.3
$15,000 - $19,999	5	3.5	3	2.1	3	4.1	6	10.3	17	4.0
$20,000 - $24,999	--	----	1	.7	--	----	1	1.7	2	.5
$25,00 and above	--	----	--	----	1	1.4	2	3.4	3	.7
No Response	5	3.5	--	----	2	2.7	--	----	7	1.7
Totals	144	100.0	144	99.9	74	100.1	58	99.8	420	100.0

TABLE 8. NUMBER AND PER CENT OF RESPONDENTS WHO INDICATED EMPLOYMENT IN AREAS RELATED TO UNDERGRADUATE PREPARATION, I.U.S.B. GRADUATES, 1967-1971

EMPLOYMENT IN AREA	'71	Per Cent	'70	Per Cent	'69	Per Cent	'68 '67	Per Cent	Total	Per Cent
EDUCATION										
Yes	49	34.0	55	38.2	22	29.7	18	31.0	144	34.3
No	19	13.2	13	9.0	2	2.7	2	3.4	36	8.6
Does Not Apply	7	4.9	1	.7	2	2.7	4	6.9	14	3.3
BUSINESS										
Yes	27	18.7	39	27.1	20	27.0	18	31.0	104	24.8
No	13	9.0	8	5.6	10	13.5	9	15.5	40	9.5
Does Not Apply	8	5.6	6	4.2	3	4.1	3	5.2	20	4.8
ARTS & SCIENCE										
Yes	3	2.1	8	5.6	3	4.1	1	1.7	15	3.6
No	9	6.2	7	4.9	6	8.1	1	1.7	23	5.5
Does Not Apply	9	6.2	7	4.9	6	8.1	2	3.4	24	5.7
TOTALS										
Yes	79	54.8	102	70.8	45	60.8	37	63.8	263	62.6
No	41	28.5	28	19.4	18	24.3	12	20.7	99	23.6
Does Not Apply	24	16.7	14	9.7	11	14.9	9	15.5	58	13.8
Grand Total	144	100.0	144	99.9	74	100.0	58	100.0	420	100.0

TABLE 9. NUMBER AND PER CENT OF RESPONDENTS INDICATING RANGE OF CREDIT HOURS COMPLETED AT I.U.S.B., GRADUATING CLASSES 1967-1971

RANGE OF CREDIT HOURS	'71	Per Cent	'70	Per Cent	'69	Per Cent	'68 '67	Per Cent	Total	Per Cent
EDUCATION										
1 - 30	5	3.5	3	2.1	2	2.7	2	3.4	12	2.9
31 - 60	6	4.2	9	6.2	2	2.7	4	6.9	21	5.0
61 - 90	19	13.2	12	8.3	6	8.1	2	3.4	39	9.3
91 plus	44	30.5	44	30.5	16	21.6	15	25.9	119	28.3
No Response	1	.7	1	.7	--	---	1	1.7	3	.7
BUSINESS										
1 - 30	3	2.1	7	4.9	3	4.1	4	6.9	17	4.0
31 - 60	4	2.8	2	1.4	3	4.1	1	1.7	10	2.4
61 - 90	12	8.3	14	9.7	9	12.2	4	6.9	39	9.3
91 plus	28	19.4	30	20.8	18	24.3	21	36.2	97	23.1
No Response	1	.7	--	----	--	----	--	----	1	.2
ARTS &SCIENCE										
1 - 30	2	1.4	--	----	2	2.7	1	1.7	5	1.2
31 - 60	--	----	2	1.4	--	----	--	----	2	.5
61 - 90	7	4.9	5	3.5	4	5.4	1	1.7	17	4.0
91 plus	11	7.6	15	10.4	9	12.2	2	3.4	37	8.8
No Response	1	.7	--	----	--	----	--	----	1	.2

Table 9 (continued)

RANGE OF CREDIT HOURS	'71	Per Cent	'70	Per Cent	'69	Per Cent	'68 '67	Per Cent	Total	Per Cent
TOTALS										
1 - 30	10	6.9	10	6.9	7	9.5	7	12.1	34	8.1
31 - 60	10	6.9	13	9.0	5	6.8	5	8.6	33	7.9
61 - 90	38	26.4	31	21.5	19	25.7	7	12.1	95	22.6
91 plus	83	57.6	89	61.8	43	58.1	38	65.5	253	60.2
No Response	3	2.1	1	.7	--	----	1	1.7	5	1.2
Grand Total	144	99.9	144	99.9	7	100.1	58	100.0	420	100.0

TABLE 10. NUMBER AND PER CENT OF RESPONDENTS INDICATING THEY ARE PURSUING GRADUATE WORK, I.U.S.B. GRADUATING CLASSES, 1967-1971

GRADUATE WORK	'71	Per Cent	'70	Per Cent	'69	Per Cent	'68 '67	Per Cent	Total	Per Cent
EDUCATION										
Yes	28	19.4	28	19.4	23	31.1	22	37.9	101	24.0
No	47	32.6	41	28.5	3	4.1	2	3.4	93	22.1
No Response	--	----	--	----	--	----	--	----	--	----
BUSINESS										
Yes	2	1.4	6	4.2	5	6.8	11	19.0	24	5.7
No	46	31.9	46	31.9	27	36.5	19	32.8	138	32.8
No Response	--	----	1	.7	1	1.4	--	----	2	.5
ARTS & SCIENCE										
Yes	10	6.9	10	6.9	8	10.8	2	3.4	30	7.1
No	10	6.9	12	8.3	6	8.1	2	3.4	30	7.1
No Response	1	.7	--	----	1	1.4	--	----	2	.5
TOTALS										
Yes	40	27.8	44	30.5	36	48.6	35	60.3	155	36.9
No	103	71.5	99	68.7	36	48.6	23	39.7	261	62.1
No Response	1	.7	1	.7	2	2.7	--	----	4	1.0
Grand Total	144	100.0	144	99.9	74	99.9	58	100.0	420	100.0

TABLE 11. NUMBER AND PER CENT OF RESPONDENTS, THEIR RATING (DEGREE OF SATISFACTION), OF TRAINING AND PREPARATION IN MAJOR FIELD, I.U.S.B. GRADUATING CLASSES 1967-1971

RATING	'71	Per Cent	'70	Per Cent	'69	Per Cent	'68 '67	Per Cent	Total	Per Cent
EDUCATION										
Outstanding	11	7.6	7	4.9	3	4.1	6	10.3	27	6.4
Good	37	25.7	47	32.6	18	24.3	14	24.1	116	27.6
Average	19	13.2	12	8.3	5	6.8	3	5.2	39	9.3
Fair	4	2.8	2	1.4	--	----	1	1.7	7	1.7
Poor	--	----	1	.7	--	----	--	----	1	.2
No Response	4	2.8	--	----	--	----	--	----	4	1.0
BUSINESS										
Outstanding	5	3.5	6	4.2	9	12.2	6	10.3	26	6.2
Good	32	22.2	35	24.3	20	27.0	18	31.0	105	25.0
Average	9	6.2	10	6.9	2	2.7	2	3.4	23	5.5
Fair	1	.7	--	----	--	----	1	1.7	2	.5
Poor	--	----	--	----	--	----	--	----	--	----
No Response	1	.7	2	1.4	2	2.7	3	5.2	8	1.9
ARTS & SCIENCE										
Outstanding	2	1.4	5	3.5	6	8.1	--	----	13	3.1
Good	11	7.6	13	9.0	6	8.1	2	3.4	32	7.6
Average	4	2.8	3	2.1	--	----	1	1.7	8	1.9
Fair	2	1.4	1	.7	1	1.4	1	1.7	5	1.2
Poor	--	----	--	----	1	1.4	--	----	1	.2
No Response	2	1.4	--	----	1	1.4	--	----	3	.7

Table 11 (continued)

RATING - Continued	'71	Per Cent	'70	Per Cent	'69	Per Cent	'68 '67	Per Cent	Total	Per Cent
TOTALS										
Outstanding	18	12.5	18	12.5	18	24.3	12	20.7	66	15.7
Good	80	55.5	95	65.9	44	59.4	34	58.6	253	60.2
Average	32	22.2	25	17.4	7	9.5	6	10.3	70	16.7
Fair	7	4.9	3	2.1	1	1.4	3	5.2	14	3.3
Poor	--	----	1	.7	1	1.4	--	----	2	.5
No Response	7	4.9	2	1.4	3	4.1	3	5.2	15	3.6
Grand Total	144	100.0	144	100.0	74	100.1	58	100.0	420	100.0

TABLE 12. NUMBER AND PER CENT OF RESPONDENTS WHO REPORTED HAVING ATTENDED THE UNIVERSITY'S CONTINUING EDUCATION CLASSES, I.U.S.B. GRADUATING CLASSES, 1967-1971

Attendance at Continuing Education	'71	Per Cent	'70	Per Cent	'69	Per Cent	'68 '67	Per Cent	Total	Per Cent
Yes	10	6.9	9	6.2	11	14.9	9	15.5	39	9.3
No	130	90.2	134	93.0	61	82.4	48	82.8	373	88.8
No Response	4	2.8	1	.7	2	2.7	1	1.7	8	1.9
TOTAL	144	100.0	144	100.0	74	100.0	58	100.0	420	100.0

TABLE 13. NUMBER AND PER CENT OF RESPONDENTS WHO REPORTED RECEIVING THE ALUMNI NEWSLETTER, I.U.S.B. GRADUATING CLASSES, 1967-1971

Receive the Newsletter	'71	Per Cent	'70	Per Cent	'69	Per Cent	'68 '67	Per Cent	Total	Per Cent
Yes	107	74.3	124	86.1	63	85.1	51	87.9	345	82.1
No	36	25.0	19	13.2	11	14.9	7	12.1	73	17.4
No Response	1	.7	1	.7	--	----	--	----	2	.5
TOTAL	144	100.0	144	100.0	74	100.0	58	100.0	420	100.0

TABLE 14. NUMBER AND PER CENT OF RESPONDENTS WHO REPORTED READING THE ALUMNI NEWSLETTER, I.U.S.B. GRADUATING CLASSES, 1967-1971

Read the Newsletter	'71	Per Cent	'70	Per Cent	'69	Per Cent	'68 '67	Per Cent	Total	Per Cent
Yes	110	76.3	116	80.5	60	81.1	45	77.6	331	78.8
No	26	18.0	21	14.6	11	14.9	11	19.0	69	16.4
No Response	8	5.6	7	4.9	3	4.1	2	3.4	20	4.8
TOTAL	144	100.0	144	100.0	74	100.0	58	100.0	420	100.0

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APPENDIX

INDIANA UNIVERSITY at SOUTH BEND
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1820 150 1970
TEL. NO. 219—282-2341

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April 19, 1971

Dear I.U.S.B. Graduate:

Enclosed you will find a questionnaire designed to determine general background information about all I.U.S.B. graduates. It should be mentioned from the outset that your participation in this research project is most appreciated. This survey has been developed by the I.U.S.B. Division of Education with the cooperation of the Indiana University Alumni Association. Your help is needed in determining where the graduates of I.U.S.B. are now living and what their present occupations are. Also, any suggestions and comments about your reflections of the university are most welcomed.

To determine these conditions, it is requested that you fill out the enclosed questionnaire, responding to all questions that are pertinent and relative to you.

Your participation and support in completing the survey form and returning it at you earliest convenience to the Indiana University Alumni Association at South Bend will be greatly appreciated. Results of this survey will be distributed upon its completion through the I.U.S.B. Alumni Newsletter.

Cordially,

Charles R DuVall

Charles R. DuVall
Educational Research

Albert J Beutler

Albert J. Beutler
Dean of Student Services

CRD/jed

Encl.

9-23-71

Dear '71 Grad:

We used this last fall to "find out" about our other graduates. We decided that we would like to include the data from your class in the study.

Won't you help us by completing the enclosed questionnaire at your earliest convenience and returning it to us?

Thanks,

C.R.D. and A.J.B.

Bachelors degree area & major _____ Year of graduation _____
(e.g., B. S., Education, Biology)

1. Sex: ____ male
____ female

2. Marital Status: ____ single
____ married, no children
____ married & have children
____ separated or divorced
____ widowed

3. Present age range: ____ 20-29
____ 30-39
____ 40-49
____ 50-59
____ 60 & above

4. Present geographic location
(City and state):

_____

5. Are you presently employed? ____ yes — full-time ____ / part-time ____
____ no

6. Are you presently seeking employment? ____ yes
____ no

7. Employment status (Check area(s) and further describe your position at the right):

___ Professional, technical & managerial _____
___ Sales & merchandizing _____
___ Clerical, accounting & kindred _____
___ Skilled (requiring apprenticeship or special training) _____
___ Farmers & farm managers, fishery and forestry _____
___ Semiskilled (requiring some training) _____
___ Service: Personal _____
Protective
Building
Military
Government
___ Unskilled _____
___ Homemaker _____
___ Student _____
___ Unemployed _____
___ Retired _____

8. Approximate annual income (check one):

___ Does not apply
___ Under $5,000.00
___ $5000 - 9,999.00
___ $10,000 - 14,999.00
___ $15,000 - 19,999.00
___ $20,000 - 24,999.00
___ $ 25,000.00 and above

9. Are you involved in any type of experimental program? ____ yes
____ no

10. If yes, briefly describe the program:

_____

_____

_____

_____

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11. Are you presently employed in the area in which you did your undergraduate work?
___yes _Does not apply
___no

12. Approximately how many hours of undergraduate education did you complete at I.U.S.B.?
___1 - 30
___31 - 60
___61 - 90
___91 and more

13. Are you doing or have you done any post-graduate work? ___yes
___no

If yes, specify degree(s) you plan to earn:

If so, where? ___I.U.S.B
Other: name

How much work has been completed? _____ less than 10 hours
_____ 11-20 hours
_____ 21-30 hours
_____ 31 and over

14. How would you rate I.U.S.B in training and preparation for you major field?
___Outstanding ___Good ___Average ___Fair ___Poor

15. Have you attended any of the non-credit Continuing Education classes? ___yes
___no

If yes, indicate:

What additional classes or areas would you be interested in seeing developed? (Describe)

16. Do you receive the Alumni Newsletter? ___yes
___no

17. Do you read it? ___yes
___no

18. What types of information would you like to read in the Newsletter?

19. What would you like to see provided for you, as a graduate of I.U.S.B? (e.g., reunions, club organizations, workshops, tour programs)

20. Additional comments and suggestions: